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ABSTRACT

This report summarizes the procedures and outcomes of the 1971 classroom tryout of the Southwest Regional Laboratory (SWRL) Second-Grade Composition Skills Exercises, a series of sequenced writing lessons for second graders who have completed the SWRL first-grade exercises. The purpose of the tryout was to identify appropriate writing outcomes for the second-grade level and to evaluate the prototype lessons and procedures developed to obtain these outcomes. Students in four classrooms in a large, Southern California school district participated in the tryout, while four comparable second-grade classes served as control groups for comparison purposes. Results of the tryout indicate that the exercises were only moderately successful in promoting selected writing skills. Tables of findings, examples of the exercises, and teacher reactions are included. (JM)

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SOUTHWEST REGIONAL LABORATORY TECHNICAL NOTE

DATE: August 20, 1971

NO: TN 3-71-20

TITLE: 1971 TRYOUT OF THE SECOND-GRADE COMPOSITION SKILLS EXERCISES

AUTHOR: Carol Labeaune, Fred Niedermeyer, and Howard Sullivan

ABSTRACT

This report summarizes the procedures and outcomes of the Spring, 1971 tryout of the SWRL Second-Grade Composition Skills Program in five classrooms in a large, Southern California school district. Pupils in these classes and pupils in four comparable control classes had participated in the 1970 tryout of the First-Grade Composition Skills Program. Pupil performance data and teacher reactions are included.

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1971 TRYOUT OF THE SECOND-GRADE COMPOSITION SKILLS EXERCISES[1]

This report summarizes the procedures and outcomes of the 1971 classroom tryout of the SWRL Second-Grade Composition Skills Exercises, a series of sequenced writing lessons for second graders who have completed the SWRL First-Grade Composition Skills Exercises. The purpose of the tryout was to identify appropriate writing outcomes for the second-grade level and to evaluate prototype lessons and procedures developed to obtain these outcomes. From this tryout recommendations for revisions of both the First-Grade and Second-Grade Composition Skills Exercises were obtained.

PROCEDURES

Tryout Population

Four second-grade classes were chosen to participate in the 1971 Second-Grade Composition Skills tryout. Each class was from a suburban school in a large, metropolitan school district and had previously participated in the SWRL First-Grade Composition Skills tryout during 1970. Four other comparable second-grade classes that had also participated in the First-Grade Composition Skills tryout were designated for comparison purposes.

Instructional Outcomes

The First-Grade Composition Skills Exercises had been successful in getting the children to write, and by the end of the program the children wrote descriptive stories that were three times as long as non-program first-graders. (See Sullivan, Okada, and Niedermeyer, 1971.)

[1] The authors wish to acknowledge the valuable assistance of Sue Baker during the conduct of the study.

The Second-Grade Exercises attempted to get the children to attend more to what they wrote and how they wrote it. Prototype lessons were developed to teach capitalization, punctuation, sentence structure, and proofreading. At the end of the program, the children were expected to make fewer technical errors in their writing, to plan out their stories before writing, and to proofread and correct their writing. Specific instructional outcomes for the program are listed in Appendix A.

Materials

Twenty-five prototype lessons were developed for the Second-Grade Program. Each lesson consisted of a printed exercise which required about 30 minutes to complete. Accompanying each exercise was a lesson summary for the teacher which listed materials and procedures needed for administering that lesson. Two exercises were to be administered each week. The teacher briefly introduced the lesson and then the children completed the exercise on their own.

Half of the lessons were designed to introduce technical writing concepts such as capitalization, punctuation, and sentence structure. The remaining lessons were designed to be enjoyable writing activities in which the children applied the technical concepts. A description of each of the 25 lessons is contained in Appendix B.

The teachers also received a brief Teacher's Guide listing general procedures to be followed in the program (Appendix C). Alphabetized word lists were given to the children to facilitate word variety and correct spelling.

Sources of Data

In January, the four tryout classes and the four control classes were given a writing pretest. In late May, at the end of the tryout, these same eight classes were administered a posttest similar in format to the pretest. For each test the children were asked to write out an ending to an unfinished story. (A copy of the posttest is contained in Appendix D.) When scoring the completed stories, frequency counts were made to obtain data on outcomes such as capitalization, punctuation, and sentence structure. Overall ratings were also independently obtained from two judges. One judge was an English teacher and the other an editor and writer of children's stories.

Because the test-scoring procedures involved a considerable amount of staff time, a random sample of eight children per class was selected for analysis. (After scoring, one child was deleted from each group because of no response on the posttest.) Thus, the final sample of students whose pretest and posttest writing performance was analyzed consisted of 62 children (eight children randomly selected from each of the four tryouts and four control classes less the two children previously mentioned). To insure that judges had no knowledge of treatment groups, tests of tryout and comparison children were coded and randomly sequenced prior to scoring. Correlations of agreement between the two judges were .86 or higher for all measures taken from the pretests and posttests including the subjective ratings.

In addition to the pupil performance data, information relevant to the classroom use of the various prototype lessons was obtained from a teacher meeting held at the end of the tryout. At this meeting the

teachers filled out a questionnaire and discussed each individual lesson with a SWRL staff member.

RESULTS

Pupil Performance Data

Table 1 presents the pretest and posttest means for six of the technical writing skills designed to be taught by the exercises and for the overall quality ratings assigned by the judges. Since most of the scores indicate various types of writing errors, lower scores should be interpreted as indicating fewer errors than higher scores. Also, for purposes of interpretation, it should be noted that scores are proportions, and a mean of 1.00 indicates that all children made a particular error in all possible cases, whereas a score of zero would mean that none of the children made that particular error.

From the data in Table 1, it may be seen that the tryout and comparison groups were quite comparable on the pretest, and that the tryout group significantly outperformed the comparison group on the posttest for only three types of writing errors (not capitalizing proper nouns, not using quotation marks and not indenting first word of a story). There were no differences between the two groups on not capitalizing the first word of a sentence, not utilizing terminal punctuation and avoiding run-on sentences. The data also indicate that while there was a slight pretest to posttest improvement in the judged quality of the writing for both groups, there was no significant difference between the two groups.

When looking at the pretest and posttest means for the tryout group only, it should be noted that for only two of the measures (avoiding

Table 1

PRETEST AND POSTTEST MEANS FOR TRYOUT AND COMPARISON CLASSES

Outcome Measured	Tryout Classes n	Tryout Classes Pretest $\bar{X}$	Tryout Classes Posttest $\bar{X}$	Comparison Classes n	Comparison Classes Pretest $\bar{X}$	Comparison Classes Posttest $\bar{X}$
1. First word in sentence not capitalized	31	.45	.24	31	.41	.36
2. Terminal punctuation missing	31	.39	.30	31	.38	.31
3. Sentences run together	31	.23	.18	31	.23	.22
4. Proper nouns not capitalized	28	.15	.04*	28	.11	.12
5. Failed to use quotation marks for dialogue	27	1.00	.51*	26	.60	.83
6. Failed to indent first word of story	31	.81	.48*	31	.90	.81
7. Overall quality rating ("5" lowest, "1" highest)	31	3.13	2.87	31	3.13	2.81

*t-test indicated significant difference between tryout and comparison groups.

run-on sentences and not capitalizing proper nouns) are the posttest means below 0.20, i,e., the error occurred less than 20 percent of the time. While there was pretest to posttest improvement on the remaining types of errors, the posttest means indicate that these errors still were present in the tryout children's writing in unacceptable proportions.

Results of Teacher Meeting

At a meeting with the four tryout teachers in late May, comments, criticisms, and suggestions were obtained regarding the Grade-Two Composition Skills Exercises. In general, the teachers approved of the content and procedures employed. Their primary objections concerned some story titles and lessons that involved a "villain" type of character. The teachers stated that they would like to see the program expanded such that there were two lessons to be administered each week, for a total of approximately 50 lessons. Teacher comments and suggestions regarding each of the exercises are contained in Appendix E. Also contained in Appendix E are questionnaire responses by teachers obtained during the meeting. These data will be useful when formulating program revisions.

DISCUSSION

The pupil performance data gathered from this tryout indicate that the exercises were only moderately successful in promoting selected writing skills. Posttest means showed that the tryout children outperformed comparison children on only half of the technical writing skills measured. It was also found that tryout children were still making errors on the posttest more than 20 percent of the time for four of the six skills.

Two reasons may account in part for these results. First, for most of the skills assessed on the pretest and posttest, the children received only one or two lessons dealing specifically with each skill. (See Appendix A.) Thus, the children simply may not have received enough instruction and direct practice to adequately learn each skill. Secondly, the fact that there was no standard format from lesson to lesson meant teachers were required to provide much more explanation and instruction than was required in the First-Grade Composition Skill Exercises, where the children could complete each exercise with a minimum of teacher assistance. (See Sullivan, Okada, and Niedermeyer, 1971.) If the second-grade exercises are going to rely heavily on teacher involvement in the future, more substantial teacher training and more detailed procedures will be required.

REFERENCES

Sullivan, Howard J.; Okada, Masahito; and Niedermeyer, Fred C.; "Development of First Grader's Composition Skills," SWRL Professional Paper 17, August, 1971.

APPENDIX A

COMPOSITION SKILLS EXERCISES: GRADE 2

OUTCOMES

Lesson Number	Outcomes
	1. The children will make fewer technical errors of the following types when given a writing assignment.*
1	a. Using sentence fragments
5	b. Inadequate spacing between words or sentences
5	c. Dividing words at the end of a line
	d. Improperly punctuating sentences
9	(1) Capital letter at the beginning of a sentence
9, 21	(2) Ending punctuation marks
16	(3) Run-on sentences
	e. Capitalization errors
12	(1) Names of people
12	(2) Names of pets or animal characters
12	(3) Mr., Mrs. and Dr.
15	(4) Story titles
12	(5) Using capital letters inappropriately
15, 17, 22	f. Indenting paragraphs
16	g. Stringing sentences together with <u>and's</u> and <u>so's</u>
21, 22	h. Improperly puctuating dialog
22	i. Dividing a story into paragraphs
2-25	2. When finished with any writing assignment, the children will read over their papers before turning them in and will make corrections. (For this outcome, the children will frequently receive practice using a proofing checklist.)
6-25	3. When writing an assignment, the children will use their SWRL Word Lists to spell words.
13-14, 18-19, 23-25	4. When writing a story, the children will write out a brief story plan before writing their story out in detail.
1-25	5. By the end of the program, the children will write stories that are judged better by a panel of judges.

* The lesson number listed for each type of error indicates when instruction was first introduced. Subsequent writing and proofing activities follow-up on that initial instruction.

APPENDIX B

COMPOSITION SKILLS EXERCISES: GRADE 2
LESSON OUTLINE

1. Sentence Fragments

   The children learn to identify sentence fragments and omit them from written material by drawing a line through incomplete sentences. The written material is provided by SWRL in the form of animal descriptions.

2. Writing Activity

   The children write a short description and selected children are asked to read their descriptions to the class. The children are asked to read over their writing and either draw a line through any sentence fragments or add the missing words to complete the sentence.

3. Using Adjectives

   The children fill in adjectives into sentences to make them more detailed.

4. Writing Activity

   The children write a description of an imaginary machine. They are asked to proof their papers in the next lesson.

5. Proofing Activity

   Using a proofing checklist, the children correct their own papers from Lesson 4.

6. Dictionary Practice.

   The children learn how to find words in their SWRL Word Lists. Then they use their Word Lists to find the correct spelling and the page listing for given words.

7. Using Color To Describe

   Given a black and white circus picture, the children color the picture and then write a description of the colored picture.

8. Writing Activity

   The children write a short autobiography and then certain children are asked to read their papers to the class.

9. Punctuating Sentences

The children practice beginning sentences with a capital letter and ending sentences with a period or a question mark. The first part of the lesson is a short fill-in activity. In the second part of the lesson, the children write a pretend newspaper interview with someone famous.

10. Proofing Activity

The children review the writing skills that they have learned by reading over a SWRL story and looking for specific kinds of writing mistakes.

11. Writing Activity

The children draw a make-believe animal and then write a short composition about the life and habits of this animal.

12. Capital Letters

The children practice using capital letters by filling in words in a story.

13. Planning Out Story Endings

In this lesson the children are asked to plan out the endings for several unfinished stories. The children write down their ideas for endings in one or two sentences. In the next lesson, the children take an idea for an ending and write it out in detailed story form.

14. Writing Activity

The children write down their idea for an ending to an unfinished story. Then they write the endings out in detailed story form.

15. Indenting Stories and Capitalizing Story Titles

In this lesson the children learn to indent the first word in a composition and to capitalize the words in a story title. Then they write two short compostions about what given objects might say if they could talk.

16. Proofing Activity

The children proof a SWRL story and correct specific kinds of writing errors (capitalization errors, run-on sentences, and sentences strung together with too many and's and so's).

17. Indenting Paragraphs

The children learn how to indent and separate independent paragraphs. Then they are asked to write a short two-paragraph composition.

18. Planning Out Stories

In this lesson the children are asked to plan out entire stories given terminal goals ("How Victor Got A Blackeye" or "How The Turtle Got A Shell"). The children write down their story plans using a few sentences. In the next lesson, the children take a story plan and write it out in detailed story form.

19. Writing Activity

The children briefly write a story plan for a given topic ("How Victor Got A Blackeye" etc.). Then they write out the complete story. The children will proof their stories in the next lesson.

20. Proofing Activity

The children proof and correct their papers from Lesson 19 using a comprehensive proofing checklist.

21. Exclamation Mark and Dialog

The children practice using exclamation marks and quotation marks by filling in the captions for cartoon pictures.

22. Dialog

The children learn to use dialog in a story by filling in quotations in a SWRL story. The children are asked to begin a new paragraph for each new speaker.

23. Writing Activity

The children plan out the ending to an unfinished story. They are asked to write out their idea for the ending in one or two sentences. Then the children write out the ending in detailed story form using dialog. The children are provided with a comprehensive proofing checklist to use for the remaining lessons.

24. Writing Activity

The class is provided with a picture of a cartoon story hero and a list of adventures he had in make-believe places. Each child selects one of the topics and writes out the story about that incident in the hero's life. The children are asked to write out a story plan before

they actually begin writing their story. Each story should contain dialog.

25. Writing Activity

The class is given a list of story titles. Each child selects one and writes out a story plan. Then the children write out their stories using dialog. As a supplementary activity, the teacher can have the children rewrite their stories in storybook format and have them illustrate their own story.

APPENDIX C

TEACHER'S GUIDE

SWRL SECOND-GRADE COMPOSITION SKILLS EXERCISES

The SWRL Second-Grade Composition Skills Exercises are a series of lessons to develop children's composition and writing skills. Some exercises are designed to teach specific composition skills such as punctuation or capitalization. Other exercises are geared to teach the children to write longer and more varied sentences using different types of descriptive words. Most of the exercises are writing activities where the children apply the composition concepts that they have learned. Lessons may be administered to small groups as well as to the class as a whole.

MATERIALS

Composition Skills Exercises

There are 30 separate exercises which vary in content. Two lessons are to be administered each week. Each lesson requires approximately 30 minutes. The teacher briefly introduces the lesson and then the children complete the exercise on their own.

Lesson Summaries

Accompanying each exercise is a lesson summary for the teacher. It lists the specific materials and procedures needed for administering the lesson.

SWRL Word List

The SWRL Word List is an alphabetical list of the words that the children should have encountered by the middle of second grade. A word list is provided for each child. Its use should reduce the number of spelling errors and allow the children to use a larger writing vocabulary.

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GENERAL TEACHER PROCEDURES

In order for the children to derive the most benefit from these composition and writing activities, the following general teacher procedures are essential:

1) After introducing each lesson, circulate among the children when possible to help those who are having difficulty.

2) When a writing assignment has been collected, glance quickly through each paper.

   - When several children make the same type of mistake on an exercise, describe the mistake and how to correct it to the entire group or class immediately after you return their papers. All children who made the mistake should correct it on their papers at this time.
   - Praise both individual children, the group, or the class whenever they do well on an exercise.
   - Use well-written or interesting compositions as models for the rest of the class by posting them on the bulletin board. Try to find something good about each child's writing during the course of the program. Encourage the children to not only write correctly, but to be creative and enjoy writing.

SWRL REQUIREMENTS

Since this is the first time SWRL is trying out the Second-Grade Composition Skills Program, teacher feedback is needed. Please jot down comments and suggestions right on the Lesson Summaries as you use them. Note especially the following things:

- particular lessons or writing assignments that the children responded to and really seemed to enjoy
- particular lessons that were too difficult for the children
- instances in which the instructions and procedures for the teacher were unclear or insufficient
- instances when the teacher generated additional activities or instruction.

A meeting with a SWRL representative will be held near the end of the tryout to obtain suggestions and comments of all participating teachers.

APPENDIX D

1971 COMPOSITION SKILLS TEST
SECOND-YEAR PROGRAM

MATERIALS

Lined paper for each child
Pencil and eraser for each child

PROCEDURES

Administer this test to your entire class by following the script and procedures below. Since this is a test, please do not provide any additional assistance to the children.

1. Read the unfinished story to your class for the first time.

"I am going to read to you the beginning of a story about Rex The Dinosaur. Listen carefully because you are going to write an ending for this story."

Rex The Dinosaur

Rex the dinosaur was standing in a prehistoric pond chewing on a palm leaf when he saw a strange yellow flower. He walked over to the flower to get a closer look.

"I wonder if this flower is good to eat," he said to himself as he took a tiny bite. Then all of a sudden the water in the pond started to shake and move! Rex knew something was wrong. The water began to pull him under.

When he came up out of the water, he just couldn't believe what he saw. "Where am I?" asked Rex.

"You are in my swimming pool!" said Rusty Sparks who was surprised to see a dinosaur suddenly appear in his family's backyard swimming pool.

2. Pass out the materials and then read the beginning of the story again to the class.

"I am going to read the beginning of the story to you one more time. Listen carefully and think up a good idea for the ending of this story."

3. Have the children begin writing. Do not help them with their story ideas, spelling, punctuation, etc. Just tell them to do the best they can. Give them 20 minutes to write out their endings.

"Now think up a good idea for ending this story about Rex and Rusty. Then write out your ending. Put in some things Rex and Rusty might be saying to each other or to other people. Write carefully and spell each word as best as you can."

4. After 20 minutes, have the children stop writing and give them five minutes to proofread their own papers. When you collect the papers, please make sure that each child's complete name is on his paper.

"Now stop writing. I am going to collect your papers in a few minutes. Before I do, carefully read over your ending to yourself and make corrections if you need to."

5. Thank you for your cooperation. Please give Marge Craig the completed stories to return to SWRL by June 4.

APPENDIX E

SUMMARY OF TEACHER COMMENTS ON THE LESSONS

Lesson 1: This was a good lesson. However the seal is really a sea lion. Sea lions perform; seals do not perform. The children have learned this in class.

Item 1 on Page 3 - "He (zebra) has a long neck." Kids do not think zebras have a long neck. This association is reserved for giraffes.

Lesson 2: Kids enjoyed this lesson a lot. However it is difficult to work on a exercise where the picture is on one side of the paper and the kids write on the back side of the page. Can a new format be provided where the kids don't have to flip back and forth?

Lesson 3: This is a good lesson. There was some problem in getting kids to do Part 2 correctly. They would sometimes lengthen a sentence by adding preposition phrases, etc. rather than by inserting adjectives. One teacher wanted to know if it was all right for the children to insert adjectives in Part 3 that were not on the list provided on Page 1. She was told that was all right.

Lesson 4: They thought it was a good lesson but there is some confusion about the purpose of this lesson. The kids would write down exactly what they saw in the picture rather than making up things for the machine to do. Three of the teachers liked it the way it is. One teacher felt it should have been more open ended.

Lesson 5: This lesson was too hard! Kids cannot proofread their own stuff yet. It would be better if they proofread our stuff first and then slowly be asked to proof their things for one or two things at a time. Kids can read their own writing but cannot read another child's paper. They tend to be overly critical of another child's work. When reading one of the papers, it takes either the writer or a very sophisticated reader to be able to figure out what is being said at this point.

Lesson 6: The dictionary lesson was well liked. They feel it should be the first lesson given rather than the sixth.

Lesson 7: Three teachers liked the color-circus lesson. However one teacher does not like having the kids describe a picture. She felt that perhaps if the kids used water colors instead of crayons they would have done better.

Lesson 8: The kids liked writing about themselves. The teachers felt that this was a good lesson but that all the responses were about the same. One teacher said she read the papers to the class and the class guessed whose paper was being read. The children enjoyed this game.

Lesson 9: The teachers thought this was a very good lesson. I asked if more instruction should have been provided on the use of the period and the question mark. They responded that this was enough. The interviews were a big success. The kids would only write about real people. One child wrote up an interview with President Nixon. The teacher sent the lesson to the President and the class then received a reply back from Nixon's staff.

Lesson 10: This was a good lesson. They felt there should be more proofing activities of this kind. I asked one teacher if the children liked to use the red pencils or crayons. She said that they did.

Lesson 11: The teachers and kids liked this lesson. One teacher felt that although many children need the guided questions to stimulate writing, she prefers leaving the lesson open ended to get more creativity.

Lesson 12: It was a good lesson. They felt that this type of lesson should be picked up again later. One lesson was not enough to get across a concept. A concept should be introduced and then reviewed again and again as time progresses.

Lesson 13: They thought the idea of the lesson was very good. They would like to see more of this type of activity before getting into the next lesson on writing out an ending.

Lesson 14: Although this was a good lesson, it should have been postponed until the kids have done more of Lesson 13. They felt there should be a better way of getting the kids to discriminate the difference between the idea and the actual ending.

Lesson 15: The teachers and the children enjoyed the complaining objects. I asked if they would like to see "indenting the first word of the story" sooner and they all thought that was a good idea. One teacher said that she had a hard time explaining what indenting meant until a child said, "Indenting means denting in like a car."

Lesson 16: This was a good lesson. I asked if too much content was given in one lesson. They felt that it would have been better if And's and So's had been given in a separate lesson. They all felt that more work needed to be done on Run-ons and Sentence Strings. I asked them if they liked the lighter lines (screened lines) better than the ones we have regularly used throughout the program. They all felt that the screened lines would be better.

Lesson 17: This was a cute lesson. However it is too difficult to ask the kids to write three paragraphs at this point. The children do not know what a paragraph is. The program needs more work on paragraphs. One teacher thought it might be nice to let the kids fill in their own make-believe animal in a blank box.

Lesson 18: The teachers felt that this was another good lesson but again the kids need more help and explanation. Generally they did better on this lesson than the parallel lesson on ending ideas.

Lesson 19: Everyone hated the topic of the assigned story. The picture of Dan was horrible! They would like it replaced. The stories they got involved violance and theft etc. One teacher skipped this lesson completely because of this.

Lesson 20: Again the idea of proofreading was well received; however they felt it should be approached more slowly. The children cannot proofread for so many things at one time. The more specific the task the easier it is for the children.

Lesson 21: This introductory lesson on dialog was very good and successful. The teachers approved.

Lesson 22: The teachers hated the Mean Mick story as well as the picture of Mean Mick. They felt it was too violent. Generally they wanted "nice" things to happen in stories. I think one problem is that in this kind of "open-ended" story the kids make the stories more gruesome than SWRL would. I think the Mean Mick story may have been liked better, if we had written the complete story rather than letting the children fill in parts of the story.

Lessons 23-25: Only one teacher has completed Lessons 23 and 24. I think they were planning on finishing up the lessons this week. One teacher said that we should not have so many writing activities in a row (Lessons 23, 24, and 25). She felt that it took a lot out of the kids to think up stories. The teachers objected to the character Big Mean Quill in Lesson 23. The teachers seemed to like the character Captain Chicken in Lesson 25. I asked them to send in any additional comments they may have on Lessons 23-25 when they do the lessons.

TEACHER QUESTIONNAIRE
COMPOSITION SKILLS EXERCISES: GRADE 2

Part A

Lesson Number	Overall Rating (Low) 1	2	3	4	(High) 5	Administration Time Too Long	About Right	Too Short
1	1	2	3	4	5		1	III
2	1	2	3	4	5		IIII	
3	1	2	3	4	5		IIII	
4	1	2	3	4	5		IIII	
5	1	2	3	4	5		II	
6	1	2	3	4	5		IIII	
7	1	2	3	4	5		IIII	
8	1	2	3	4	5		IIII	
9	1	2	3	4	5	I	III	
10	1	2	3	4	5		III	I
11	1	2	3	4	5	I	III	
12	1	2	3	4	5		IIII	
13	1	2	3	4	5		IIII	
14	1	2	3	4	5	II	II	
15	1	2	3	4	5	III		I
16	1	2	3	4	5		III	I
17	1	2	3	4	5	I	III	
18	1	2	3	4	5	I	II	I
19	1	2	3	4	5	I	II	I
20	1	2	3	4	5	I	II	
21	1	2	3	4	5		III	
22	1	2	3	4	5	I		I
23	1	2	3	4	5			I
24	1	2	3	4	5			I
25	1	2	3	4	5			I

Part B

		SA	A	N	D	SD
1.	The program progresses too rapidly for most children.			1	2	1
2.	The children enjoyed the exercises.	3	1			
3.	The exercises took too much classroom time.				4	
4.	The writing assignments were stimulating for the children.	1	2	1		
5.	The children were often confused by the instructions.		2		2	
6.	I feel my class has learned a lot from the program.	2	1	1		
7.	The Lesson Summaries were clear.		3	1		
8.	The program was too structured.			2	2	
9.	There were adequate opportunities for children to be imaginative and creative.		3	1		
10.	I would like to use the program again next year.	3		1		

Part C

1. What writing skills or areas should have been emphasized more?

   (1) Run-on sentences, paragraphs, proofreading
   (2) Run-on sentences, and's and so's, paragraphs, quotation marks
   (3) Paragraph writing, run-on sentences, dialogue, proofreading
   (4) And's and so's, paragraphs, quotation marks

2. What writing skills or areas were emphasized too much?

   (2) Too many writing lessons at end
   (4) Not too much but space out creative writing

3. What other writing skills or areas do you think should be introduced in a SWRL third-grade writing program?

   (1) Drama
   (2) Continue